ADULT EDUCATION DIRECTORS/COORDINATORS MEETING

Washington School District Offices 121 W. Tabernacle St. George, Utah March 27 - 29, 2006

MONDAY, March 27th

Welcome and Introductions

Marty welcomed everyone in attendance, and thanked them for their efforts in traveling to attend the meetings. She indicated there were 85 people that had pre-registered, and that there would be drawings from the name tags throughout the afternoon and remaining days of the conference. Two drawings were made prior to the beginning of the meeting making two people happy recipients.

BEST/BEST Plus Orientation for Program Directors/Coordinators

Marty gave a brief introduction of Kate Diggens, from Guadalupe Schools, and turned the time over for her presentation. Kate's overview of BEST/BEST Plus gave an introduction to the test, explained the training, answered questions, and showed an overhead-presentation of the literacy tests. She emphasized the importance that <u>teachers should know they needed to arrive on time</u>, and to plan to stay the whole day for training or that she would not be able to certify them.

Meeting Announcements

- Marty reminded everyone there were only enough BEST training slots for those that had signed up, and the people who should attend are program assessors.
- Marty announced the meeting place had been changed for the second day, March 28th and that everyone had two name badges. The extra one was for their Policy and Procedure Manual.
- The MIS user group was asked to meet for ten minutes after the TABE training with Marty, and those meeting with Shauna and Jeff for program reviews were also asked to meet after the training.

After Kate Diggen's presentation on BEST/BEST Plus, a TABE 9 and 10 review was given by Dan Gall, a national consultant with CTB-McGraw Hill, during the balance of the afternoon. At the conclusion of the meeting, the policy manuals were handed out with instructions to please read through them prior to Tuesday's meeting.

TUESDAY, March 28th

Welcome, Meeting Overview, Business Matters

Marty welcomed everyone in attendance.

GED/Civil Rights Issues

As Marty introduced Murray, she indicated this should be a topic we are all concerned about. Murray brought attention to the two documents he had passed out to everyone, and explained that one of his responsibilities is to conduct civil rights on-site reviews at high schools and universities with the goal of helping schools avoid problems with the Office of Civil Rights. Murray indicated that as much as the

schools do not look forward to the reviews, his review could be considered "the ounce of prevention that prevents the pound of cure." If the Office of Civil Rights come in for one complaint, "they don't stop at one particular issue; they literally turn the entire office upside down and walk out with a five-drawer file cabinet of responsibilities to be attended to." Murray said he can go into any school and find violations of civil rights any day of the week and reminded us, "Sometimes we are not aware and mistakenly make errors."

Murray addressed **GED** which is the other responsibility he covers, and allowed for comments, questions and answers as the following GED issues were discussed:

- Those eligible to take the test must be 18 years of age and be graduated unless they have a letter from the district or a guardian indicating the student has officially withdrawn.
- No 16-year old students are to take the test.
- GED stands for General Educational Development.
- There are various ways to register for GED, one of them being online at GED123.org.
- The five tests take approximately 7-1/2 hours, and are worth five hours of credit, nothing more. A question was raised if all five tests have to be taken before results are posted, and Murray indicated it depended on the score-site.
- In Utah there are 22 sites at which the tests are given including five sites where GED tests in Spanish are administered.
- Fees vary from \$55 to \$75 depending whether or not the student is taking the test at a college.
- There are two reasons GED forms are refused or delayed, first because the person who gave the test was not licensed, (they must post licensing on the form) and second, the form was incomplete.
- Murray emphasized it was important to read the forms.
- The answer sheets are supposed to be scanned, faxed or mailed into the scoring site as soon as the examinee has taken the test

Murray expressed appreciation to Marty for taking leadership for adult education indicating there had been more progress in the past six months than there has been accomplished in the last six years.

Civil Rights

Murray emphasized that knowing civil rights can really work for you and not against you. Research shows that between 40 and 70 percent of our population has some form of disability. That means people who have special needs require extra work and we do not have a choice. Section 504 requires that we let the public know there are accommodations available for students with disabilities.

Murray referred back to his handout and reviewed all of the responsibilities of the Office for Civil Rights laws that protect students attending educational institutions. He said the key to civil rights is to make sure there is no discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. He reviewed building accommodations and program accessibilities that the buildings need to be in compliance with.

Murray emphasized everyone should have in their programs a statement that indicates who the "go-to-person" is with regard to any form of civil rights violation. If there isn't a name then at least a position, (the high school principal would be the logical one) with a phone number, address and articulated guidelines of how it should work. There should be a district wide policy accessible for any one to pull and fill out.

Murray concluded that his role is not to come around and "beat up" on people, it is to help programs get into compliance with an accessibility solution

Meeting Announcements:

- Nate Southerland from UEN has a display set-up in the break room he indicated he would be glad to show GED on video ipods and hand-held devices.
- Marty reminded and encouraged coordinators and directors to work with their Department of Workforce people to form partnerships within their regions. She indicated "you can do things for each other to provide comprehensive services for new clients and its part of the Workforce Initiative Act."
- Marty also explained in the central region programs are working with the Department of Workforce Services and qualified clients for temporary assistance who also receive several hours of education.
- In August Marty indicated clients of Department of Workforce Services will be receiving a debit card of "x-amount" of dollars (Visa or Master) and asked the group if they could accommodate or take credit cards. As she received responses she recognized there were some variables and asked if they were OK in taking paper vouchers. (This item will have to be discussed further.)
- Marty asked if military recruiters were having issues surrounding diplomas from adult education, and wanted people to think about it so they could talk about it on Wednesday, March 29th.
- At the end of the year, adult education will be putting together a certificate of how many meetings they have had, and how many hours directors and coordinates have attended so they can be given in-service credit. Those who have taken the BEST training will be receiving a certificate for licensure credit. (They will have to administer ten BEST exams prior to receiving their certificate.)
- Update on what is going on in Salt Lake, the United Way of Greater Salt Lake has formed a committee to talk about what they can do for adult education. They are trying to put together programs in the workplace for ESOL. Now they are pulling numbers together and talking about literacy for the adult and for the child. The Governor has a commission on literacy and Mary Kay Huntsman serves as a chairperson.

Break

150 Questions (Adult Education Questions continued)

Marty explained the intent of the policy and procedure book was to consolidate everything in one location. It was a result of the corrective action plan, a result of people not knowing where anything was, and a result of Marty being six months into the job and not knowing where anything was when she came. Several documents have draft written on them because of time and not going through the quality assurance. There is one set of questions that has gone through quality assurance is in the manual, and we are handing out another group of questions in draft. Sandi went through the new questions with the group.

A short humorous video was shown to the adult education group representing team effort and togetherness.

Sandi addressed questions from the new "150 questions." Brian Cheesman asked the first question why credit hours were 160 compared to the 72 hours he was familiar with for 30 years. Marty explained it came from looking at what is equivalent to seat time in a traditional high school program, and looking at what is instructionally appropriate (one quarter of credit 9 weeks, one hour a day). Marty indicated it's a new rule for seat time instruction. There was brief discussion and additional support regarding the new number of hours from Jeri Swalberg and others.

All of the questions from 43 to 95 were addressed, some briefly discussed, and given time for directors' and coordinators' questions and clarification. In reference to question 86, it was decided it would be edited and brought back to the table. In reference to question 94, Marty was going to check with Dick Siddoway to make sure it was answered correctly.

Sandi directed attention to a handout regarding a GED website for those interested in teaching GED which provides full curriculum for testing, a practice test, math, English, social studies, science, and everything you would want for GED.

Site Directory, MIS/User Group Update

Several copies of the site directory for the adult education directors and coordinators were passed around for updates and corrections. (A draft was in the binder, but a final copy will be made available after the drafts are revised.)

Legislative Update

Jeff Galli reviewed the latest items of interest with the legislature, one of the main issues being whether or not the adult education program is accredited. He explained we perform a vital service to the state, and a lot of people (including the legislature) don't really know what adult education does.

He talked about the excellent presentation Pamela Atkinson made to the legislature that was the "right pitch" for adult education, and shared Senator Stephensen's note to Pamela highlighting his new regard and respect for them. Jeff indicated that adult education received more than they had asked for.

UBSCT

Jeff indicated to the directors that the majority of people currently in their programs were probably exempt of the UBSCT, but the concern is for the students coming from this year to next year's class of 2007. There was discussion and confusion about the various diplomas due to passing and not passing the UBSCT, and Marty explained that according to her last meeting with Judy Park that any student graduating from adult education this school year, June 2006, will be exempt for passing the UBSCT. Jeff emphasized that after the year 2006 everyone would have to take the UBSCT. There was also discussion as to whether or not the GED could replace the UBSCT at which time Murray warned the group to not promote that idea because the GED was much more difficult.

As additional questions and comments came up, Shauna indicated there were still a lot of "unknowns" but she clarified a couple of things for the group. One, we don't want the adults taking the UBSCT in the same school where the kids are, the GED sites are a possibility, (the costs are unknown). Second, for the adults it can be taken as needed.

Murray answered two additional GED questions:

- If you already have a high school diploma from another country can you take a GED? -
- Yes, but get permission from Murray.

- If you had the GED can you take it again?
- Yes, if you "squeaked by" and missed your target score you must get permission from Murray and can take it again.

MIS/User Group Update (Toni Myer)

Marty introduced Toni Myers as the new full time IT-MIS Specialist at the State Office of Education, for Adult Education who came from UDOT. She will be working as a master programmer on the MIS database. Toni explained a brief presentation to show what she has been working on and said it is her desire to have the new version ready by July 1, 2006, prior to OVAE's visit on August 29th. She explained she had been given the task to clean up the existing data bases, scheduling, contact hours, attendance, credits, existing tables and procedures that were redundant.

Marty summarized that Toni is cleaning and additional programmers are building. In the final product, directors will be using a cleaned up version as the new software will actually pull the old one over into the new.

Marty reminded the group that by June 30th everyone will be doing URAED because it needs to be in by July 15th. Toni encouraged feedback from the group, and encouraged Beta users to come out to the meetings. The non-beta users were reminded their URAED reports had to be completed and turned in as well.

Policy and Procedure Manual, Universal Intake Form/SEOP, Assessment

Shauna thanked Marty and the Adult Education Specialists for their time and effort that went into the Policy and Procedure Manual, and expressed she was excited to address the items in the manual. She pointed out that the Policies and Procedures were in a similar format as the previous manual, and that the addendums were all the extra items that the specialists thought would be helpful including the Board Rules. Shauna proceeded to go through the "A-Y" tabs and worked in questions, answers and explanations as each tab was addressed. Shauna encouraged everyone that had a review coming up to read through the book, and expressed to the group they had an excellent resource to refer to.

Success Story

Marty asked everyone in their programs to think of success stories that could be marketed or shared with the legislature. One story shared was about a student that started with a program a number of times and overdosed on a speedball and stroked out. He became paralyzed on the right side and had a memory loss. The school applied for special accommodations, and the student attended school six to eight hours a week under doctor's care and stayed with his education. When he took the GED test he downloaded the information to send to Murray, used the calculator on both sections of the test, used a scribe to dictate his essay, and to record his answers. He wouldn't have been able to have accomplished everything without all of the accommodations provided for him. Now the program is going to hook him up with vocational rehabilitation and follow his progress because they are so thrilled at how far he has come through his challenges.

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The meeting concluded with Marty reminding everyone that Wednesday the group would meet back at the district offices at 9:00 a.m.

WEDNESDAY, March 29th

Adult Education information

Site visits: Marty complimented programs on the progress and good things that were happening in their programs and said that it has been enjoyable to visit them. These are four things she wants programs to work on.

- 1. SEOP goals: Long term and short term goals can be very different. If your goal is to become a truck driver and you're not functioning above 9th grade level then the goal may not be reasonable to complete within a year. A short term goal could be to improve reading skills, math or another skill. On their SEOP's reflect the student's ability to complete the goals within the given time frame of enrollment.
- 2. Test security: Dan talked about this in his TABE presentation on Monday. TABE is not a high stakes test in Utah but it is a standardize test and it is not a good practice to compromise it or any other test. Therefore all assessment tools are to be secured by being locked up out of the students' access.
- 3. Accounting: Work with business managers and accountants, and know what your budget, payroll and your dollar amounts are, you have every right to know how much money is in your budget, balances, and how your money is being accounted for.
- 4. Curriculum: Make sure your curriculum is in fact what you are teaching. If teaching ABE then you should have ABE curriculum. If student is below 9th grade level make sure you are not giving high school level materials, when he needs to be in a ABE program. Be sure you have students in the right programs.

National Outcomes: Sarah at OVAE said they listed the 50 states and seven outlining areas according to their outcomes. Utah is 54 in ABE and 51 in ESOL. California is 51 and Arizona is in the top ten for ESOL.

Advisory Committee: The Committee would like to know if you as program directors were willing to contribute funds for a public service announcement. A sign up sheet was passed around the room.

It is important that you keep a waiting list for your programs for national and state purposes.

Core curriculum: Marty wants programs to keep track of their core curriculum. A handout for keeping track of the information was distributed. This form has course title, number, description (brief) and credits earned for various instructional area that your program offers. The blank form will be available online. Here is the link http://www.schools.utah.gov/adulted/directors.htm then choose Resources. Marty has requested that each program return their information to her by June 1, 2006. We will consolidate the information and get the results back to you in our fall meeting. We will also post the results on the web page.

Grant Information

Jeff gave updated information regarding state and federal funding for the next year.

AEFLA grant or federal adult education funding, which includes ABE, ESOL and P & I this year is \$2,921,466; that is a reduction of \$27,767 from the previous year. Jeff said the amount would be rolled over and program amounts will be reduced by about 1%.

EL/Civics grant amount may be \$1,541,898 up about 500% from last year. If the figure proves correct, a new competition will be held. If not, then this year's grants will simply roll over into next year minus any reduction in funding.

Twenty-first Century grant is \$4,807,713; that is down \$48, 564 from the previous year. Letter of intent closes March 31st, and the Bidders conference is April 7, 2006. This information is on the web site.

Even Start funding for FY '07 has been cut by 56% nationally. Local Even Start programs that desire to apply as continuing programs may apply if they are not at the end of the fourth year in a 4 year cycle. There will not be a competition for new programs

State adult education money is \$9,148,653, which is an increase of \$517,848 from last year. Initial budget projections were handed out.

Outcome values: Jeff discussed outcomes and what each was valued at. These change every year, for this year as follows: enrollee \$ 83; contact hours \$.60; diploma \$ 398; GED \$487; level gain \$201; earned credit \$20. The base has been raised to \$16.421.

Supplemental funding: The supplemental funding application will be on our web site and you can apply between July 1st and September 30th if you meet the criteria. Those who can apply are those school districts that received less than one percent (1%) of the state's total allotment of adult education funding and did not carry forward funding from the previous year. These funds may be used for special program needs or professional development. All remaining districts may apply from October 1st to May 1st.

Auditing: Auditing form "Fees, Fines and other Financial Sources Collected ..." was handed out. This is needed to satisfy the legislative auditor's request so that they feel the money they give for adult education is not in vain. The legislative fiscal analyst has asked for information regarding tuitions, fines, WPU's, vending machines etc. The miscellaneous category that is presently reported by the business administrators doesn't tell the analyst anything, they want to know all the funding sources. Your completed form is needed by July 15, 2006 when your URAED is due.

Marty received a call from the fiscal analysis at the governor's office saying that we did not have documentation on a lot of our figures pertaining to fees charge/collected by programs. He said he was recommending to the governor not to support the funding level for adult education because the reported adult education figures are not accurate. The charging of fees is also an issue which was discussed. Because many potential students are below the poverty line, some districts have only charged a token amount. The board rule for charging fees is "up to \$100" (recommended amount).

Please have your audit done in a timely and accurate manner. Your auditors can't put off your audit until a later date or be a no show. An audit can be detrimental to your program; you need a chance to talk to the auditors; and to challenge their numbers/figures before we see them. The audits are to be completed by September 15th in order to do the funding spreadsheets. The final audit reports cannot be changed after they are submitted to the USOE.

Strategic planning: The intensity and rigor of our programs was discussed yesterday. Marty read a memo from a member of a branch of the military that illustrated the need to look at our programs based upon the needs of our clients. She gave information as to what needs to be and what is not accepted for credit when a student is considering joining the military and went over the examples of the various

military tiers. Other examples of problems were stated and discussed. Marty answered questions and gave an explanation of how credit is awarded in various situations.

Strategic planning or the "USOE BHAG'S": The following is a summary of the USOE'S strategic planning.

- 1. The strategic plan includes the following: (a) ABE, ESOL, AHSC programs and curriculum; (b) our organization arrangement; (c) consolidating board rules; (d) the 150 Questions; (e) Policy and Procedure Manuel (please get rid of old copies); (f) the program site directory (we will make changes that you made today); (g) WEEDA board, (h) marketing (providing program information is within the community such as the local librarian); (i) three year rotation program site reviews.
- 2. The state extension plan was submitted to OVAE on April 1, 2006. The benchmarks are negotiated every year with OVAE. Nationally our rankings are low; we are going to work harder to move up in ranking. Look at national benchmarks and look in terms of your program. Let's help everyone to pull Utah up in these rankings. How can you enhance your program next year? What do you want to do with the money? Are you going to put money into curriculum? You should. We are showing progress. Look at increasing the intensity and duration of your program (your level gains). Make good use of volunteers.. Alpine is a good example.
- 3. New electronic web sites. Utah Clicks https://www.utahclicks.org/ is a new web site put out by USU, it links to medical information as well as to Medicaid and Medicare. It is a one stop; as your information goes into the site and goes into a universal application that is accessible to other programs; so that state agencies can work together for a one stop service.

The other electronic web site is an adult education literacy link from OVAE and is "everything and anything you ever wanted to know about adult education." Marty handed out a reference sheet with a variety of web sites that programs may access regarding national information.

4. The Advisory Committee talked about their role and our role. We talked about our partnership with higher education. Don Uchida who is with Vocational Rehabilitation sits on the committee with an interest in adult education and disabilities and is a good resource for us. We have a great relationship with UEN and their representative Nate who is on the committee. We have business people in the community on the committee and they are behind us. Paula Oakley is the advisory chairperson. The committee does information gathering, sharing, and networking, as well as preparation for legislature presentations.

One of the Advisory's Committee's goals is to have a meeting with Patti Harrington. Myron Cottam is our new Associate Superintendent and once he gets settled we hope to meet with him. We would also like to make the Board of Education aware of us and to get facts and information to them.

- 5. We have talked about accommodations for special populations and developing standards for adult education.
- 6. We also have talked about consortium, and about direct and equitable funding.
- 7. We have looked at the State application.

- 8. We have talked about TABE, CASAS, and BEST and wondered if you as practitioners are interested in having a TABE workshop.
- 9. We have talked about staff training for your programs and about a new directors' training in August.
- 10. We are looking towards having regional trainings.
- 11. One of our very first priorities is MIS. Toni has done a nice job of identifying the various elements that need to be included in the MIS. We are looking very carefully at the underlining procedures in our MIS program.
- 12. Market your program to those who do not have a GED or a diploma within your communities.
- 13. We will be working with Carol Lear, the Utah State Office of Education attorney, rewriting adult education rules.

Marty said "We hope our communication is open and that you know, we are here to help you." She reminded those attending of the miscellaneous handouts and a video tape that was available for their taking. A request for Adult Education Facts sheets was made and Marty said we would print more of these.

Marty ended the meeting with a few more drawings and thanks to those who helped with arrangements and those who provided gifts and prizes for the drawings.